**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1** | | | **Date(s)**: |
| **Unit Title:**  Wanted! A Few Good Friends (Unit 1) | | | **Corresponding Unit Task:**  **Task 2** | | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Carlson, Nancy. *How to Lose All Your Friends*. New York: Puffin, 1997. * Chart paper * Markers * Writing or Foldable Paper * Pencils | | | | **punctuation -**  Marks used at the ends of sentences that show whether the sentence is a statement, a question, a statement with emotion, or a command.  **key details –** The important details in narrative text that are critical to the process of moving the plot of a narrative text forward. Key details support the main idea and should be included when summarizing the story. In expository text, key details include important words and phrases in a text that are worth noting and remembering.  **retelling –** The process of providing readers an opportunity to demonstrate their comprehension of a text by explaining it to others, either orally or in writing. The process of retelling includes recounting the main ideas and important details sequentially and concisely | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **I Can Statement(s):** I can remember important details in a story. I can understand the message in a text appropriate for someone my age.  **Instructional Plan:**   * The teacher will read aloud *How to Lose All Your Friends* by Nancy Carlson. Then students will make a retelling chart listing the 6 rules on how to lose friends.  1. Never smile. 2. Never share. 3. Be a bully. 4. Be a poor sport. 5. Tattle. 6. Whine.  * Include key details about each rule (ie: grab all toys, eat all the cookies, whine for treats, etc.) * With shoulder buddies the students will discuss the message presented in the text then participate in a group discussion. * At the end of the lesson shoulder buddies will brainstorm other examples of how to lose all of your friends. Share ideas through continued group discussion and add to bottom of retelling chart in a separate column for “Other Ideas” (call names, steal things from other people, etc.). | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **L.1.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **I Can Statement(s):** I can capitalize words at the beginning of each of my sentences. I can use proper punctuation at the end of each of my sentences. I can use my strategies to spell words to the best of my ability.  **Instructional Plan:**   * The teacher will model how to write sentences for a class book called ***How to Keep All Your Friends*.** * Together the class will brainstorm 5-6 of the most important rules together and the teacher can compile them on a chart leaving room for the key details of the story. * In pairs (with shoulder buddy or face partners), students will come up with details to add under each rule (Ex: Rule 1: Be a good listener. Details might include: Always listen to your friends when they have a problem, Make eye contact when someone is speaking to you, Don’t talk over people that are trying to have a conversation with you). * Partner pairs will need to come up with 1 detailed sentence for the rule they are given. * Teacher can add them to the chart and **guide** the children to correctly word each detailed sentence. * Partners should use the “I can” statements to check for proper capitalization, punctuation, and use of spelling strategies once their sentence is complete. * Then partners will illustrate the sentence together and these can be bound in a class book or partner books can be made from a “foldable”. This will lead up to the independent work in Task 3 which is the class book with 1 page about each student. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:**  Common Assessments (DRA, etc.) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.6** - Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 for specific expectations).  **W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  **I Can Statement(s):** I can share my ideas in complete sentences with other students in my classroom.  **Instructional Plan:**  The students will take a ½ and ½ gallery walk to present their work to the class. In order to do this, half of the class (1 partner from each group) will stay and present their work to traveling classmates. Then, the students will switch and the other partner will have a turn to present while the first presenters get to complete the gallery walk. | | | | |
| **Closing/Summarizing Strategy** | The students will choose their favorite rule/detail that was created and write about it in their journal. Use this as a lead-in to writing an opinion piece. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Students that understand the writing concept presented in the lesson can work on their own book individually or with a partner based around the idea presented in *How to Lose All Your Friends.*  Ideas could include: *How to be a Terrible Student, How to be a Fabulous First Grader,* etc. | | * Small group intervention (working on details of 1 rule) may need to be done with the teacher, parent volunteer, etc. | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  The teacher will need to assess each partner paper checking to make sure each “I can” statement was attempted. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*